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The book is divided into twenty-five studies, which in turn may be divided into three groups. Studies I-II give a bird's-eye view of the problems at issue. Studies III-VIII are comparative studies of modern and mediaeval industrial life. Studies IX-XXV are devoted to a direct and detailed study of our present economic organization. In the last group are found such studies as, "Machine Industry—an Example of Modern Technology," "The Work of Money in Economic Organization," and "Financial Institutions and Financial Organizations."

The book is well organized for use as a textbook. Each study begins with a statement of its purposes. At the end of each study are given lists of approximately thirty problems and selected references. Numerous tables and illustrations appear throughout. The book is written in easy, direct style, which is well adapted to secondary-school or junior-college students.

Scientific studies in education.—The results of a number of important investigations of interest are presented in the report just issued by the National Society for the Study of Education.¹ Part I is a report of the Committee on New Materials for Instruction. The materials presented consist of descriptions of 295 projects which have been successfully used in classrooms. The projects are grouped into five large divisions as follows: "New Materials for the Kindergarten," "New Materials for the Primary Grades," "New Materials for Grades IV, V, and VI," "New Materials for the Junior High School," and "New Materials for Special Classes." In the first group we find such projects as "A Kindergarten Circus" and "A Mother Goose Show." In the fourth group the following are typical: "A Cleanliness Campaign" and "A Clearing House." The projects are not described in great detail, but enough of the essential features of each are given to make the descriptions suggestive. There is in addition a bibliography of the project method in the elementary school, in the junior high school, and in the high school. This bibliography contains 394 references which are suitably classified under such headings as, "Philosophical and Psychological Foundations," "Definitions," and "Technique and Administration."

Part II is the report of the Committee on Silent Reading. The report is given in two sections. The first section deals with investigations which present data bearing on the problem of reading, and the second contains examples of concrete exercises which have been actually tried in the classroom. Section 2 is very brief, containing only a sampling of exercises, the exercises given having been used at Detroit, Denver, Cedar Rapids, Racine, and Iowa City. Some of the investigations reported in Section 1 are "Factors Affecting Results in Primary Reading," "Controlling Factors in the

¹ *The Twentieth Yearbook of the National Society for the Study of Education.* Part I, "New Materials of Instruction—Second Report by the Society's Committee." Pp. xv+235. \$1.20. Part II, "Report of the Society's Committee on Silent Reading." Pp. ix+172. \$1.00. Bloomington, Illinois: Public School Publishing Co., 1921.

Measurement of Silent Reading," "Individual Difficulties in Silent Reading in the Fourth, Fifth, and Sixth Grades," "The Development of Speed in Silent Reading," "Motivated Drill Work in Third-Grade Silent Reading," and "The Effect of a Single Reading."

The helpful librarian.—Book lists of significant arrangement and suggestive annotations are among the most valuable of the ways in which librarians are making the riches in their keeping more available for readers. One such list¹ of books of travel makes a clear attempt to correct some of the deficiencies of lists as commonly prepared, the author's specific aim being explained by the following statement from the Preface: "The usual geographical arrangement has given no clue to the wealth of subject-matter in books of travel, and people have often failed to find among them . . . adventure, art, rural life, analysis of national character—because there has been no grouping of travel literature by these essential interests." The works included in the list presented are classified under fifty-six such headings. The entire list is also indexed both geographically and by authors. The announcement is made that similar classifications of biography and essays are in preparation.

Arithmetic with a purpose.—Not unnaturally, modification of the traditional subjects to meet the demands of a redirected education seems to go on most rapidly in those schools expressly intended for vocational training. A textbook² based on the course in arithmetic as organized in one such institution is planned to meet, in trade-school instruction, the needs of "an eighth-grade graduate familiar with the fundamentals of arithmetic but unable to adapt the principles to business problems." The slender volume and limited list of topics are a commentary in themselves on the padding in the traditional arithmetic course. Unconventional, but valuable, are the topics of time slips, "home-makers' problems," family accounts, buying a home on the payment plan, etc.

A second volume³ has for its purpose the development of that type of accuracy and facility demanded by commercial activities. Assuming that a general understanding of mathematical principles has been acquired, the author organizes the material of the book with a view to giving the pupil much practice in the fundamental operations along with the experience of dealing with the widest possible range of problem situations common to commercial transactions. Part I of the book consists of an extensive collection

¹ JOSEPHINE ADAMS RATHBONE, *Viewpoints in Travel*. Chicago: American Library Association Publishing Board, 1919. Pp. 82.

² NETTIE STEWART DAVIS, *Vocational Arithmetic for Girls*. Milwaukee: Bruce Publishing Co., 1920. Pp. 137. \$0.70.

³ GEORGE P. LORD, *Rational Arithmetic*. New York: Gregg Publishing Co., 1920. Pp. viii+151. \$1.20.